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ABSTRACT

The purpose of this annotated bibliography is to help teachers choose, from the vast array of Holocaust literature, books that might be useful to them and to their students. Works cited were selected because of merit and content, with an attempt to include books that are readily available and in paperback. The lists are presented in three sections organized by reading level (middle school, high school, and adult), but many books are suitable for more than one level. Within each reading level, books are organized in six topical categories: (1) General History; (2) Specialized History; (3) Biography; (4) Fiction; (5) Memoirs; and (6) Art The adult section is expanded to include the following categories: "Diaries"; "Poetry, Drama, and Art"; and "Literary Criticism." (DQE)

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2

Annotated Bibliography

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United States Holocaust Memorial Museum

Washington, DC

2

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Annotated Bibliography

Introduction

The purpose of this annotated bibliography is to help teachers choose from the vast array of Holocaust literature, books that might be useful to them and to their students. This bibliography is not meant to indicate that these are the best examples of Holocaust literature, although they are all excellent books. The works cited here were selected both because of individual merit and specifically because they address particular aspects of Holocaust experience. Together, these books attempt to encompass the tremendous scope of this historical period.

We have tried, for the most part, to include books that are readily available, and where possible, available in paperback. A few books that were out of print at the time this bibliography was compiled, have nevertheless been included simply because they are too important to be omitted.

The difficulty in compiling a selective list of Holocaust literature is complicated, not only by the great amount of material available, but by the subject matter itself. The Holocaust was a monumental event in history. It involved millions of people in dozens of nations, and its effects were felt in every aspect of their lives. There is, therefore, no simple answer to the questions, "What's the best book for me to read about the Holocaust?", or "If I can only read one or two books, which ones should they be?" Any one book can present only a partial perspective. Where a good general history of the period can provide historical background, a personal narrative will translate that history into human terms, and a more specialized history will examine a particular aspect of that history in greater depth.

Which book or books you should read will depend both on how much time you are able to commit, and on the aspect of the Holocaust upon which you are focusing. No one can learn, or teach, everything about the Holocaust. First, determine your goals and then, select the most appropriate materials. A broad range of materials have been included on these lists to represent the scope of the Holocaust and to enable teachers to select the materials best suited to their individual approaches to the subject.

The lists are presented in three sections organized by reading level: middle school, high school, and adult. Almost without exception, the titles on the middle school lists are books that were originally published by the children's book divisions of publishing houses, indicating that the intended audience was young people aged fourteen or under. In many cases, however, that range can be expanded upward. Although a few of the books on the high school list were published with a "young adult" audience in mind, most of them are adult books that are particularly well suited to high school students. A number of titles have been included again on the adult list; all of the books on the high school list, however, are also recommended for adult readers. (At the end of this pamphlet is an alphabetized index by author to all the volumes included in this bibliography.)

In selecting books for student use, it is as important to determine when a book should be assigned as it is to decide which book to use. Most students have little prior knowledge of the history of this period and, therefore, need some historical background to be able to put the book they are reading into perspective. This is especially true of the fiction and personal narratives on the middle school list. Many of these books were written from a child's perspective; the child in the book frequently does not really understand the events he or she is caught up in, and neither will the reader, without some historical background.

As new Holocaust literature is constantly appearing, it is also important to establish criteria for examining these materials. In addition to the usual standards of literary quality and historical accuracy, two phrases from Lawrence L. Langer's *The Age of Atrocity: Death in Modern Literature* set the parameters in this arena. At one end of the scale, the book should be one that actually confronts the horrors of the Holocaust; it should not "circumspectly [skirt] the horror implicit in the theme but [leave] the reader with the mournful if psychologically unburdened feeling that he has had a genuine encounter with inappropriate death."[1] At the other extreme, too great a concentration on the horrors, especially if presented with graphic details, tends to overwhelm the reader and numb the senses; Langer refers to these works as "mere catalogues of atrocities."[2] Between these two extremes, there is a wealth of material, only a fraction of which is listed here, that will enable students and teachers to confront the Holocaust and the issues that it raises.

1. History, General

Middle School

Altshuler, David A. *Hitler's War Against the Jews-the Holocaust: A Young Reader's Version of The War Against the Jews* 1933-1945 by Lucy Dawidowicz. West Orange, NJ: Behrman House, 1978.

Altshuler follows Dawidowicz's text closely but shortens and simplifies it for younger readers. This is an excellent introductory overview to the history of the Holocaust.

Bachrach, Susan D. *Tell Them We Remember: The Story of the Holocaust*. Boston: Little, Brown, 1994.

Bachrach tells the story of the Holocaust as presented in the United States Holocaust Memorial Museum, in brief, thematic segments illustrated by artifacts and historical photographs. Sidebars tell the personal stories of more than twenty young people of various social and religious backgrounds and nationalities who suffered or died during the Holocaust.

Chaikin, Miriam. *A Nightmare in History: The Holocaust 1933-1945*. Boston: Houghton Mifflin, 1987.

The author effectively weaves personal narratives into this concise, readable history. She presents the facts clearly and succinctly but never allows the reader to forget the faces behind the facts.

[1] Langer, Lawrence L. The Age of Atrocity: Death in Modern Literature. Beacon Press, 1978, p. 18.

[2] Ibid., p. 2.

Middle School (cont.)

Meltzer, Milton. *Never to Forget: The Jews of the Holocaust*. New York: Dell Publishing Company, 1977.

Meltzer's history focuses on the Jewish perspective on the Holocaust, including brief histories of antisemitism and of Jewish resistance. One of the first books on the Holocaust written for young people, this is still one of the most useful.

Rogasky, Barbara. *Smoke and Ashes: The Story of the Holocaust*. New York: Holiday House, 1988.

Blending a narrative of historical events with personal testimonies, Rogasky poses these questions: How did the Holocaust happen and why? Couldn't anyone stop it? How could the Jews let it happen? She includes a chapter on non-Jewish victims.

Rossell, Seymour. *The Holocaust: The Fire that Raged*. New York: Franklin Watts, 1990.

In clear and simple prose, Rossell chronicles events from the rise of Nazism through the ghettos, the camps, rescue, and resistance, to the Nuremberg and Eichmann trials. This is good introductory or reference material for those unfamiliar with the historical events.

2. History, Specialized

Abells, Chana. *Children We Remember*. New York: Greenwillow, 1986.

Graphic black-and-white photographs from the collection at Yad Vashem convey in terms more powerful than words ever could, the fate of European Jewish children, from their life before the Nazis through the various stages of Nazi rule.

Bernstein, Victor. *The Holocaust: Final Judgment*. Indianapolis: Bobbs-Merrill, 1980.

Originally published in 1947, this remains the most complete treatment of the Nuremberg trials for younger readers. Through documents revealed at Nuremberg, the author also provides background history from the collapse of the Weimar Republic to the concentration camps.

Friedman, Ina. *The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis*. Boston: Houghton Mifflin, 1990.

This is the only work written to date for young people which focuses on non- Jewish victims of the Holocaust. Friedman interviews Gypsies, Jehovah's Witnesses and other religious figures, the disabled, and members of other victim groups. Information is included on blacks and gays, although she was unable to provide interviews.

Landau, Elaine. *Warsaw Ghetto Uprising*. New York: Macmillan, 1992.

After briefly describing the creation of the Warsaw Ghetto, the author concentrates on the 28 days of the uprising. Both text and photographs are graphic at times but only to the extent necessary to describe the events accurately.

Meltzer, Milton. *Rescue: The Story of How Gentiles Saved Jews in the Holocaust*. New York: HarperCollins Children's Books, 1991.

This work focuses on the non-Jews who risked their lives to save Jews throughout Nazi-occupied Europe. The author uses material excerpted from diaries and letters, personal interviews, and eyewitness accounts.

Middle School (cont.)

Stadtler, Bea. *The Holocaust: A History of Courage and Resistance.* West Orange, NJ: Behrman House, 1975.

One of the first Holocaust books written for young people, this work focuses on Jewish resistance. This is a good companion to Meltzer's Rescue; together the two books present an excellent picture of both Jewish and non-Jewish resistance.

3. Biography

Atkinson, Linda. *In Kindling Flame: The Story of Hannah Senesh 1921-1944.* New York: William Morrow, 1992.

Atkinson combines history and biography in this story of the noted Jewish-Hungarian resistance fighter. Because the author includes an account of Senesh's capture and execution, as well as the historical background essential for full understanding of her story, this book can either complement Senesh's diary or serve as an alternative for younger readers.

Bernheim, Mark. *Father of the Orphans: The Story of Janusz Korczak.* New York: Dutton Children's Books, 1989.

Much of this moving biography deals with Korczak's life before the Holocaust. In illuminating his character, the book provides the reader with a context in which to place his devotion to the children in his orphanage and his decision to accompany them to the Treblinka death camp.

Linnea, Sharon. *Raoul Wallenberg: The Man Who Stopped Death.* Philadelphia: Jewish Publication Society, 1993.

Linnea traces the life of the Swedish diplomat who saved Hungarian Jews during World War II and then mysteriously disappeared after the Soviet army occupied Budapest. This is an excellent, engaging biography for middle schoolers.

Marrin, Albert. *Hitler: A Portrait of a Tyrant.* New York: Viking, 1987.

Much more than a biography, Marrin provides a detailed look at both the man himself and the war he orchestrated. While he makes no effort to be objective in his portrayal of Hitler, the author gives the most detailed account of Hitler and Nazism available in books for young people.

Nicholson, Michael and David Winner. *Raoul Wallenberg.* Ridgefield, CT: Morehouse, 1990.

This concise, well-illustrated biography contains considerable information about one of the best known of those individuals who helped rescue Jews during the Holocaust.

4. Fiction

Gehrts, Barbara. *Don't Say a Word.* New York: Macmillan, 1986.

Gehrts uses the novel form to describe her own experiences growing up in Nazi Germany as the daughter of an anti-Nazi Luftwaffe officer. Her work provides insight into historical events from an unusual perspective.

Laird, Christa. *Shadow of the Wall.* New York: Greenwillow, 1990.

Set in 1942 in the Warsaw ghetto, this novel features a boy living with his two younger sisters in Janusz Korczak's orphanage. This is short and much easier to read than Korczak's biography, and could either complement it or serve as an alternative to it.

Middle School (cont.)

Moskin, Marietta. *I am Rosemarie*. New York: Dell Publishing Company, 1987.
A fictional composite of actual Dutch Jews, Rosemarie, like Anne Frank, was deported with her family to the Westerbork transit camp and eventually to Bergen-Belsen. Unlike Anne, however, Rosemarie and most of her family survive the harsh conditions described in this easy-to-read novel told in the first person.

Orgel, Doris. *The Devil in Vienna*. New York: Puffin, 1988.
Based partly on the author's own experiences, this story is set in Vienna in the months leading up to the Nazi annexation of Austria in March 1938. Through her diary entries, a thirteen-year old Jewish girl recounts the difficulties of maintaining her close friendship with the daughter of a Nazi.

Orlev, Uri. *The Man from the Other Side*. Boston: Houghton Mifflin, 1991.
This is the story of a non-Jewish boy living outside the Warsaw ghetto who joined his stepfather in smuggling goods into and people out of the ghetto. The author himself was a child in the ghetto and based his novel on the actual experiences of a childhood acquaintance.

Ramati, Alexander. *And the Violins Stopped Playing: A Story of the Gypsy Holocaust*. New York: Franklin Watts, 1986.
Written as a novel, this book is actually based on notes given to Ramati by Roman Mirga, a Polish Gypsy and the main character. It tells of Mirga's experiences from 1942 to 1945, when he escaped from Nazis in Poland only to be caught by them in Hungary and sent to Auschwitz.

Richter, Hans P. *Friedrich*. New York: Puffin Books, 1987.
Told in the firstperson, this autobiographical novel describes the friendship between two German boys, one Jewish and one not, and what happens to that relationship after the Nazis come to power and the non-Jewish boy's father joins the Nazi Party. The story is simple and easy to read, but a dramatic and powerful account, told from a child's perspective.

5. Memoirs

Auerbacher, Inge. *I Am a Star: Child of the Holocaust*. New York: Prentice Hall, 1987.
History, poetry, and personal narrative, accompanied by drawings and photographs, combine in this slim volume to present a concise, child's eye view of the Holocaust. From 1942 to 1945, Auerbacher was incarcerated in the Terezin ghetto in Czechoslovakia. This is an excellent personalized introduction to the Holocaust for younger readers.

Drucker, Olga Levy. *Kindertransport*. New York: Holt, 1992.
Born in Germany in 1927, Olga Levy was one of the many Jewish children evacuated from Germany to England during 1938 and 1939. She was separated from her parents for six years, until they were reunited in the United States in 1945. She tells her story in a simple and moving way, adding historical facts of which she was unaware at the time, but which put her story into perspective. The book concludes with the reunion of former Kindertransport children in London in 1989.

Middle School (cont.)

Frank, Anne. *The Diary of a Young Girl*. New York: Pocket Books, c1953.

Still one of the most read works in Holocaust literature, this classic account presents an eloquent picture of adolescence for a Jewish girl growing up during the Holocaust years. The focus is more personal than historic, so accompanying background material is recommended to put it into historical perspective.

Isaacman, Clara and Joan A. Grossman. *Clara's Story*. Philadelphia: Jewish Publication Society, 1984.

Originally from Romania, Clara and her family fled to Belgium in 1940. Like so many others, they were then threatened a second time by the Nazi invasion of Belgium. By constantly moving from one hiding place to another, everyone but Clara's father survived. Although her story parallels Anne Frank's in a number of ways, she adds more historical background to her personal narrative.

Koehn, Ilse. *Mischling, Second Degree: My Childhood in Nazi Germany*. New York: Puffin Books, 1990.

Unaware of her Jewish heritage, Ilse was six years old when the Nuremberg laws declared her a "Mischling, second degree," a person with one Jewish grandparent. Her story is simply that of a little girl whose comfortable world has been turned upside down for no apparent reason.

Reiss, Johanna. *The Upstairs Room*. New York: HarperCollins, 1990.

From a Dutch Jewish family, Reiss tells the story of the years she spent hiding with her sister in the farmhouse of a Dutch family who protected them. She relates her experiences after the war in a sequel, *The Journey Back*.

Roth-Hano, Renee. *Touch Wood: A Girlhood in Occupied France*. New York: Puffin Books, 1989.

As a Jewish child in occupied France, the author and her two sisters found safe haven in a Catholic women's residence. Brought up "Catholic" to hide her true background, Roth-Hano discusses her confusion regarding her religious identity. She provides insight into her own situation and also that of many others who survived the Holocaust in a similar manner.

Sender, Ruth M. *The Cage*. New York: Macmillan, 1986.

Sender's account of her experiences is one of the most graphic and dramatic in young people's literature. Her story begins just before the Nazi invasion of Poland and continues through life in the Lodz ghetto and finally, at Auschwitz. A sequel, *To Life*, continues her narrative from liberation to her arrival in the United States in 1950.

Toll, Nelly S. *Behind the Secret Window: A Memoir of a Hidden Childhood*. New York: Dial Books, 1993.

Toll recounts the details of her family life in Lwów, Poland before World War II and her experiences, told from a child's perspective, of her eighteen months in hiding with her mother. The readable narrative is accompanied by twenty-nine reproductions of Toll's colorful and poignant watercolor paintings which she created during those difficult months.

Middle School (cont.)

Wiesel, Elie. *Night*. New York: Bantam, 1982.

Wiesel is one of the most eloquent writers of the Holocaust, and this book is his best known work. This compelling narrative describes his own experience in Auschwitz. His account of his entrance into Auschwitz and his first night in the camp is extraordinary. This narrative is often considered required reading for students of the Holocaust.

Zar, Rose. *In the Mouth of the Wolf*. Philadelphia: Jewish Publication Society, 1983.

Zar's story is unusual because she is one of the few Polish Jews who survived the Holocaust years in Poland without going into hiding. With false papers, she was able to secure a job working in the household of an SS officer and his wife.

6. ART

Bernbaum, Israel. *My Brother's Keeper: The Holocaust Through the Eyes of an Artist*. New York: Putnam, 1985.

This book is based on a series of five paintings called "Warsaw Ghetto 1943," which the author created to portray people and events inside and on the periphery of the ghetto. Bernbaum himself escaped from Warsaw shortly before the ghetto was established. While many of the details in these paintings are lost in the small reproductions, the artist's explanation of his symbols and images makes them more accessible to young people.

Innocenti, Roberto. *Rose Blanche*. New York: Stewart Tabori & Chang, 1991.

This appears to be a picture book intended for very young children. On another level, it is an artistic expression of the Holocaust as seen through the eyes of a child; it conveys the child's failure to understand or accept the events that take place around her.

Volavkova, Hana, ed. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944*. New York: Schocken, 1993.

A poignant memorial to the children of Terezin, the collages, paintings, drawings, and poems published in this selection are impressive for their artistic merit and their value in documenting the feelings and lives of children in the camp. Some prior knowledge of what life in the camps was like will make these pieces more meaningful to students.

High School

1. HISTORY, GENERAL

Bauer, Yehuda and Nili Keren. *A History of the Holocaust*. New York: Franklin Watts, 1982.

Broader in scope than the title indicates, this work examines the origins of anti-semitism and Nazism as well as the history of Jewish-German relationships. Bauer also arranges material on the Holocaust by individual country; this is useful for following events as they affected each occupied nation and for demonstrating the scope of the Holocaust. One of the most readable general histories for high school students.

Gilbert, Martin. *The Holocaust: A History of the Jews in Europe during the Second World War*. New York: Henry Holt and Company, 1986.

Gilbert combines historical narrative with personal testimonies of survivors. Although the book is long, excerpts can easily be handled by students. It is also well-indexed, making it an invaluable tool for providing supplementary material on almost any aspect of the Holocaust.

High School (cont.)

Hilberg, Raul. *The Destruction of the European Jews*. [student text]. New York: Holmes and Meier, 1985.

This edition of Hilberg's classic work is an abridgement of the original, three-volume edition. The focus here is on the Nazis and their destruction process, from the concentration of the Jews in ghettos to the killing operations of the mobile units and the death camps. This essential history is recommended for more advanced students.

Yahil, Leni. *The Holocaust: The Fate of European Jewry, 1932-1945*. New York: Oxford, 1991.

The chronological approach used here groups the material into three broad time periods: 1932-1939, 1939-1941, and 1941-1945. About two-thirds of the book deals with the period 1941-1945, with major emphasis on the "Final Solution." This is a valuable research tool for advanced students, and excerpts on specific topics can be used more generally.

2. History, Specialized

Adelson, Alan and Robert Lapides, eds. *Lodz Ghetto: Inside a Community Under Siege*. New York: Viking Penguin, 1991.

As the source book for the Lodz Ghetto film, this work is an excellent supplement to the documentary, but it also stands on its own. It contains both German and ghetto documents as well as the personal expressions of ghetto residents in a variety of forms including diaries, speeches, paintings, photographs, essays, and poems.

Allen, William S. *The Nazi Seizure of Power: The Experience of a Single German Town, 1922-1945*. Revised edition. New York: Franklin Watts, 1984.

Northeim, a small town of medieval origins in the center of prewar Germany, is the setting for this absorbing study of the impact of Nazism on a single community. As one of the few detailed local studies of Nazi Germany available in English, this book is an invaluable complement to histories of Nazism from the national perspective.

Arad, Yitzhak. *Ghetto in Flames*. New York: Holocaust Publications, 1982.

For centuries, its large number of rabbinic scholars assured Vilna a central place in the cultural life of Lithuanian Jewry. Arad's scholarly and groundbreaking study focuses upon the life, struggle, and annihilation of the Jews of Vilna in the period between 1941 and 1944.

Block, Gay and Malka Drucker. *Rescuers: Portraits of Moral Courage in the Holocaust*. New York: Holmes and Meier, 1992.

The interviews and full-size, color portraits are of 49 ordinary individuals from 10 countries who risked their lives to help Jews, by hiding them, sharing their food rations, forging passports and baptismal certificates, and raising Jewish children as their own. The rescuers' portraits are presented by country of origin, and a brief historical overview of rescue efforts in each country precedes their personal stories.

Conot, Robert E. *Justice at Nuremberg*. New York: Carroll & Graf, 1984.

In addition to the detailed history of the Nuremberg Trials, Conot discusses the preparations for the trials. He also goes beyond the events of the trials themselves to discuss the difficulties involved in creating and implementing an international legal entity.

High School (cont.)

Des Pres, Terrence. *The Survivor: An Anatomy of Life in the Death Camps*. New York: Oxford University Press, 1976.

Des Pres studies survivors of the death camps in an attempt to determine what enabled people to survive; his conclusions are controversial and are unlike those of Bettelheim (*The Informed Heart*), Frankl (*Man's Search for Meaning*), and other Holocaust survivors.

Flender, Harold. *Rescue in Denmark*. New York: Anti-Defamation League, 1963.

The exceptional, honorable character of the Danes' successful operation to rescue most of its Jewish residents has aroused profound admiration. Individual stories of rescue are cited here, as well as more general historical background and a look at the reasons for the Nazis' failure to implement the "Final Solution" in Denmark.

Friedman, Philip. *Their Brothers' Keepers: The Christian Heroes and Heroines Who Helped the Oppressed Escape the Nazi Terror*. New York: Anti-Defamation League, 1978.

One of the first studies of Christians who rescued Jews during the Holocaust, this work was originally published in 1957. It is primarily an overview of rescue activities, although some stories of individual rescue are told. Background material and activities for individual countries are included.

Josephs, Jeremy. *Swastika Over Paris: The Fate of the Jews in France*. New York: Arcade Publishing, 1989.

In this highly readable work, Josephs tells the story of French Jews during the Holocaust by focusing on two Jews of widely different class backgrounds. One was the only member of the well-known Rothschild family to remain in France during the German occupation; the other was the 16-year old daughter of working-class parents and a member of the French Resistance.

Mayer, Milton. *They Thought They Were Free: The Germans 1933-45*. Chicago: University of Chicago Press, 1966.

After the war, Mayer, an American journalist, interviewed ten men of different backgrounds but from the same German town, in an effort to determine, through their eyes, what had happened in Germany and what had made it possible. This is an excellent companion to Allen's *Nazi Seizure of Power*.

Patterson, Charles. *Anti-Semitism: The Road to the Holocaust and Beyond*. New York: Walker and Company, 1988.

As the title implies, this history of antisemitism includes the years both before and after the Holocaust. Patterson begins with ancient and medieval times and concludes with a discussion of modern antisemitism in various parts of the world.

Plant, Richard. *The Pink Triangle: The Nazi War against Homosexuals*. New York: Henry Holt, 1986.

The Nazis condemned homosexuals as "socially aberrant." Soon after Hitler came to power in 1933, Storm Troopers raided nightclubs and other places where homosexuals met. About 10,000 people were imprisoned as homosexuals, and many of them perished in concentration camps. In the camps, homosexuals' uniforms sometimes bore a pink triangular badge as an identifying mark. In this volume, the first comprehensive study available in English, Plant examines the ideological motivations for the Nazi persecution of homosexuals and the history of the implementation of Nazi policies.

High School (cont.)

Read, Anthony and David Fisher. *Kristallnacht: The Tragedy of the Nazi Night of Terror*. New York: Random House, 1989.

Beginning with a brief background and ending with the Evian conference, the focus of this work is the events of Kristallnacht itself and its immediate aftermath, including the German response, the Nazi follow-up, and the international response. Both the prologue and epilogue deal with Herschel Grynszpan, the young man who triggered Kristallnacht by shooting a German officer in Paris.

Rittner, Carol and Sondra Meyers, eds. *The Courage to Care: Rescuers of Jews during the Holocaust*. New York: New York University Press, 1989.

Taken from the film of the same name, the book presents vignettes from rescuers and those rescued in a variety of countries, with additional commentaries from historians and writers. This is a particularly valuable resource when used with the film.

Szner, Zvi and Alexander Sened, eds. *With a Camera in the Ghetto*. New York: Schocken, 1987.

Mendel Grossman was the only Jewish photographer who succeeded in capturing a ghetto on film; his pictures depict life in the Lodz ghetto in 1941 and 1942. This is an excellent companion to the Lodz ghetto film and the Adelson book. It can also supplement the book if the film is not available.

3. Biography

Bierman, John. *Righteous Gentile: The Story of Raoul Wallenberg, Missing Hero of the Holocaust*. New York: Anti-Defamation League, 1981.

Only the first half of the book is truly a biography of this well-known figure who helped save at least 30,000 Jews in Hungary. The second part of the book describes the circumstances surrounding Wallenberg's disappearance and subsequent attempts to locate him or at least find out what happened to him.

Breitman, Richard and Walter Laqueur. *Breaking the Silence*. New York: Simon and Schuster, 1986.

Eduard Schulte was a major German industrialist who abhorred Hitler and Nazism. He is the man credited with passing on to the Allies news, not only of troop movements and weapon programs, but revelation of the Nazi plans for genocide. This biography relates Schulte's story from his childhood to his postwar years. The authors also describe the responses of Allied governments to the information he passed on to them.

Lifton, Betty Jean. *The King of Children: A Portrait of Janusz Korczak*. New York: Schocken, 1989.

Much of the material in this biography is taken from Korczak's diaries, but Lifton also interviewed many of his former charges and people who worked with him. In addition to the personal portrait of Korczak, she includes background material on the Warsaw ghetto based on Korczak's diary and diaries of other ghetto victims.

Scholl, Inge. *The White Rose: Munich, 1942-43*. Middletown, CT Wesleyan, 1983.

Inge Scholl was the sister of Hans and Sophie Scholl, founders of the famous "White Rose" resistance movement in Germany. Originally written in 1952, this is the story of the Scholls and of the White Rose movement. It also includes original documents concerning their indictments and sentences. This book was previously published under the title *Students against Tyranny*.

High School (cont.)

Spiegelman, Art. *Maus* [vols. I & II]. New York: Pantheon, 1991.

Spiegelman uses his talents as a cartoonist to present his parents' experiences during the Holocaust in a unique way; here cartoon characters represent people, with the Jews portrayed as mice and the Nazis as cats. In the first volume, the author relates the real-life trials of his parents at Auschwitz. The second volume continues their story from Auschwitz to America. The cartoon format will appeal to reluctant readers, and the satirical irony of these works make them appropriate for a wide audience.

4. Fiction

Appelfeld, Aharon. *To the Land of the Cattails*. New York: Weidenfeld and Nicolson, 1986.

A young man and his mother living in Austria travel eastward across the heart of Europe to the distant land of her childhood. The year is 1938 and the two arrive just as the Jews of the village are being shipped off on a mysterious train to an unspecified destination. Appelfeld is a master storyteller, and this haunting narrative of an ironic pilgrimage will not easily be forgotten.

Fink, Ida. *A Scrap of Time*. New York: Schocken, 1989.

The title story in this collection of short stories concerns the way time was measured by Holocaust victims. Other stories describe people in a variety of normal human situations distorted by the circumstances of the times. Many of these stories can be effectively used with students.

Friedlander, Albert. *Out of the Whirlwind*. New York: Schocken, 1989.

Not all of the entries included in this anthology are fiction. Excerpts are also included from historical works and personal narratives. The book is arranged thematically, making it especially helpful for a teacher looking for material to support specific aspects of a curriculum.

Glatstein, Jacob. *Anthology of Holocaust Literature*. New York: Macmillan, 1973.

Chapters in this collection cover life in the ghettos, children, the camps, resistance, and non-Jewish victims. Excerpts are included from both works of fiction and primary source materials such as diaries, memoirs, and ghetto documents. Many of these pieces can be especially useful if teachers provide additional background information on the authors and context of the writings.

Lustig, Arnold. *Darkness Casts No Shadows*. Evanston, IL: Northwestern University Press, 1985.

Two young boys escape from a transport between a concentration camp and an unknown destination that would probably turn out to be a killing center. They are also trying to escape from the memories of their past experiences and are searching for a home that no longer exists. Far from the typical romanticized escape novel, this is a sensitive but unsentimental look at the child in war.

Ozick, Cynthia. *The Shawl*. New York: Random House, 1990.

Originally published as two separate stories in the *New Yorker*, the title story tells of a mother witnessing her baby's death at the hands of camp guards. Another story, "Rose," describes that same mother, 30 years later, still haunted by that event. This is Holocaust fiction at its best, brief but unforgettable.

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High School (cont.)

Ramati, Alexander. *And the Violins Stopped Playing: A Story of the Gypsy Holocaust.* New York: Franklin Watts, 1986.

Written as a novel, this book is actually based on notes given to Ramati by Roman Mirga, a Polish Gypsy and the main character. It tells of Mirga's experiences from 1942 to 1945, when he escaped from Nazis in Poland only to be caught by them in Hungary and sent to Auschwitz.

Uhlman, Fred. *Reunion.* New York: Farrar, Straus & Giroux, 1977.

More a novella than a novel, this brief but moving story told in retrospect by a Jewish-German youth describes his friendship with a non-Jewish German youth during the 1930s. Its brevity and readability make it especially suitable for reluctant readers.

5. Memoirs

Eliach, Yaffa. *Hasidic Tales of the Holocaust.* New York: Vintage Books, 1988.

Through interviews and oral histories, Eliach garnered eighty-nine tales, both true stories and fanciful legends. This beautiful, compelling collection bears witness, in a traditional idiom, to the victims' suffering, dying, and surviving.

Gies, Miep. *Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family.* New York: Simon & Schuster, 1988.

Miep Gies, along with her husband, were among the people who helped the Frank family while they were in hiding. Her story is an important supplement to Anne Frank's diary, as it adds historical background as well as an outside perspective to Anne's story. Gies enables the reader to understand what was happening both inside and outside the Annex.

Gurdus, Luba K. *The Death Train.* New York: Holocaust Publications, 1987.

The title encapsulates the author's story of her Holocaust experiences. She and her family spent a considerable amount of time either on a transport or in a hideout near the train tracks in their desperate, and ultimately unsuccessful, attempt to avoid the camps. She illustrates her memoir with original drawings, which give an additional personal touch to what is already a very personal and moving account.

Leitner, Isabella. *Fragments of Isabella: A Memoir of Auschwitz.* New York: Dell, 1983.

A survivor of Auschwitz recounts the ordeal of holding her family together after their mother is killed in the camp. This slim volume is an eloquent account of survival in the midst of chaos and destruction. A glossary of death camp language is a valuable addition. Leitner's story is continued in *Saving the Fragments.*

Levi, Primo. *Survival in Auschwitz.* New York: Macmillan, 1987.

Levi was an Italian Jew captured in 1943 and still at Auschwitz at the time of the liberation. He not only chronicles the daily activities in the camp, but his inner reactions to it and the destruction of the inner as well as the outer self. This memoir is one of the most important books on the Holocaust.

High School (cont.)

Meed, Vladka. *On Both Sides of the Wall.* New York: Holocaust Publications, 1979.
This is an informative memoir of the Warsaw ghetto by one of the young smugglers who maintained contact between the ghetto and the Aryan side of the city. Working for the Jewish Combat Organization (ZOB), Vladka Meed helped smuggle weapons and ammunition into the ghetto.

Nir, Yehuda. *The Lost Childhood.* San Diego: Harcourt Brace Jovanovich, 1991.
This compelling memoir chronicles six extraordinary years in the life of a Polish Jewish boy, his mother, and his sister, who all survived the Holocaust by obtaining false papers and posing as Catholics. Yehuda Nir lost almost everything, including his father, his possessions, his youth and innocence, and his identity, but he managed to live with the help of chance, personal resourcefulness, and the support of his family.

Senesh, Hannah. *Hannah Senesh: Her Life and Diary* (New York: Schocken Books, 1972).
A native of Hungary, Senesh moved to Palestine just before World War II and later joined a parachute corps formed by the British. She was captured and later executed after her final mission, to warn Hungarian Jews about the "Final Solution." This volume includes the diary Senesh kept from the age of thirteen, many of her poems and letters, and memoirs by her mother and others who knew her.

Tec, Nechama. *Dry Tears: The Story of a Lost Childhood.* New York: Oxford University Press, 1984.
The author and her family were Polish Jews who survived the Holocaust on the Aryan side of the ghetto. Although she escaped the worst horrors of the Holocaust, her story adds another dimension to Holocaust literature. She describes her childhood experiences as seen through the child's eyes, but with the added retrospective of her adult perception.

Wiesel, Elie. *Night.* New York: Bantam, 1982.
Wiesel is one of the most eloquent writers of the Holocaust, and this book is his best known work. This compelling narrative describes his own experience in Auschwitz. His account of his entrance into Auschwitz and his first night in the camp is extraordinary. This narrative is often considered required reading for students of the Holocaust.

Yoors, Jan. *Crossing: A Journal of Survival and Resistance in World War II.* New York: Simon and Schuster, 1971.
Every summer during his teen years, Yoors left his comfortable, upper middle class family life in Belgium to travel around Europe with a Rom (Gypsy) family. This beautifully written journal focuses on the participation of Yoors and his fondly remembered Rom friends in resistance activities during World War II.

6. Art

United States Holocaust Memorial Museum. *The Story of Karl Stojka: A Childhood in Birkenau.* Washington, DC: United States Holocaust Memorial Museum, 1992.
Through autobiographical art and reflections, this exhibition catalogue tells the story of the Rom (Gypsy) survivor Karl Stojka and his immediate family. The documentary paintings recount his persecution as a Rom Gypsy growing up in post-Anschluss Vienna and his incarceration from 1943 to 1945 in three Nazi camps: Auschwitz-Birkenau, Buchenwald, and Flossenbürg. The catalogue includes a glossary, chronology, and suggestions for classroom use.

High School (cont.)

Volavkova, Hana, ed. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944.* New York: Schocken, 1993.

A poignant memorial to the children of Terezin, the collages, drawings, and poems published in this selection are impressive for their artistic merit and their value in documenting the feelings and lives of the children in the camp. Some prior knowledge of what life in the camp was like will make this book more meaningful to students.

Adult

1. General History

Berenbaum, Michael, ed. *A Mosaic of Victims: Non-Jews Persecuted and Murdered by the Nazis.* New York: New York University Press, 1990.

This collection of essays includes entries by a number of noted Holocaust scholars, including Berenbaum himself. The subjects of the essays include non-Jewish victims such as homosexuals and Gypsies, Serbs, Slavs, and pacifists.

Berenbaum, Michael. *The World Must Know: A History of the Holocaust as Told in the United States Holocaust Memorial Museum.* Boston: Little Brown, 1993.

As indicated by the title, the book tells the story of the Holocaust as presented in the museum. It includes over 200 photos from the museum's archives and artifact collection and many eyewitness accounts from the museum's oral and video history collections. The three parts of the book, which correspond to the three main exhibition floors, cover the rise of the Nazis to power; the ghettos and camps; and rescue, resistance, and the post-war period.

Dawidowicz, Lucy. *The War Against the Jews 1933-1945.* New York: Bantam, 1986.

Dawidowicz raises three questions: How was it possible for a modern state to carry out the systematic murder of a people for no reason other than that they were Jewish? How did European Jewry allow itself to be destroyed? How could the world stand by without halting this destruction? In Dawidowicz's view, World War II was the direct result of Hitler's antisemitism; she believes the war was waged to allow the Nazis to implement the "Final Solution."

Dawidowicz, Lucy. *A Holocaust Reader.* West Orange, NJ: Behrman House, 1976.

A companion to the historical work cited above, here Dawidowicz presents documentation to support the history. Both German and Jewish documents are provided, including reports, letters, and diaries. The general introduction to studying Holocaust documents, and the introductions to each section of documents are extremely helpful.

Gilbert, Martin. *The Holocaust: A History of the Jews in Europe during the Second World War.* New York: Henry Holt and Company, 1986.

Gilbert effectively combines the results of historical research with personal narratives of survivors. Although the book is long, it is readable and extremely well-indexed, making it an invaluable tool for providing supplementary material on almost any aspect of the Holocaust.

Hayes, Peter, ed. *Lessons and Legacies: The Meaning of the Holocaust in a Changing World.* Evanston, IL: Northwestern University Press, 1991.

In this useful collection thoughtfully introduced by Hayes, various aspects of the Holocaust are examined by sixteen leading scholars including Raul Hilberg, Saul Friedländer, Yehuda Bauer, Michael Marrus, Christopher Browning, and Lawrence Langer. Also included is a critical essay by Alvin Rosenfeld on the popularization of Anne Frank.

Adult (cont.)

Hilberg, Raul. *The Destruction of the European Jews.* [3 volumes]. New York: Holmes and Meier, 1985.

This authoritative reconstruction of the Holocaust remains the standard text to which all others are compared. Hilberg's primary focus is on the methods of the Nazi murder process, including the organizational and bureaucratic machinery of destruction. Hilberg's explanation of the role of Jews themselves in their destruction and of the lack of resistance has been criticized.

Hilberg, Raul. *The Destruction of the European Jews.* [student text]. New York: Holmes and Meier, 1985.

This edition of Hilberg's classic work is an abridgement of the original three-volume edition. The focus here is on the perpetrators and the destruction process from expropriation of the Jews' property to the camps.

Hilberg, Raul. *Perpetrators, Victims, Bystanders: The Jewish Catastrophe, 1933-1945.* New York: HarperCollins, 1992.

In his most recent work, Hilberg expands his focus from the study of the perpetrator alone, to include, as the title indicates, victims and bystanders. He also includes rescuers and Jewish resisters, groups which he ignored in his earlier work; however, the attention he gives to these groups is minimal. His main focus continues to be on the destruction and those responsible for it. Hitler's role is more central here than in the earlier work. This is Hilberg's most accessible book.

Levin, Nora. *The Holocaust: The Nazi Destruction of European Jewry, 1933-1945.* Melbourne, FL: Krieger Publishing Company, 1990.

Levin was one of the first writers to use the term Holocaust for the destruction of the Jews of Europe during World War II. The first part of this historical account, arranged chronologically, details the Nazi plan and implementation of the "Final Solution." The second half, arranged geographically, shows how the Nazi program was affected by individual governments and by degrees of antisemitism. Levin emphasizes the resistance of the Jews and rejects the notion that they went to their deaths "like sheep to the slaughter."

Yahil, Leni. *The Holocaust: The Fate of European Jewry, 1932-1945.* New York: Oxford, 1991.

This is one of the most comprehensive histories of the Holocaust. Yahil demonstrates how the Nazis used the anti-Jewish program from the beginning to reinforce their power. Before the war, their deliberate violence against the Jews of Germany helped to terrorize the rest of the country, and during the war, their anti-Jewish policies were used as an excuse for taking control of the governments of satellites and occupied countries.

2. History, Specialized

Allen, William S. *The Nazi Seizure of Power: The Experience of a Single German Town, 1922-1945.* Revised edition. New York: Franklin Watts, 1984.

Northeim, a small town of medieval origins in the center of prewar Germany, is the setting for this absorbing study of the impact of Nazism on a single community. As one of the only detailed local studies of Nazi Germany available in English, this book is an invaluable complement to histories of Nazism from the national perspective.

Adult (cont.)

Bartoszewski, Wladyslaw T. *The Warsaw Ghetto: A Christian's Testimony*. Boston: Beacon Press, 1988.

The author is a Polish historian and journalist, born in Warsaw in 1922, now a retired professor of Catholic University in Lublin. He returned to Warsaw from Auschwitz in 1941 and served as liaison between the Polish underground and Jewish ghetto leadership. In this work he intermingles his personal story with primary source material from Nazi, resistance, and ghetto documents.

Bauer, Yehuda and Nathan Rotenstreich, eds. *The Holocaust as Historical Experience*. New York: Holmes and Meier, 1981.

This collection of essays was specifically designed for teachers. It is divided into three sections, dealing with background, case studies and witnesses, and responses by Jews. The essays cover a variety of ways of approaching the Holocaust, and the work helps to set a framework for historical research.

Bridenthal, Renate, et. al. *When Biology Became Destiny: Women in Weimar and Nazi Germany*. New York: Monthly Review Press, 1984.

Claudia Koonz and Sybil Milton are among the authors included in this collection of essays dealing with a variety of topics and issues relating to women and families in Germany in the 1920s, 1930s, and 1940s. Politics, feminism, and antisemitism are among the subjects addressed.

Browning, Christopher. *Ordinary Men: Reserve Battalion 101 and the Final Solution in Poland*. New York: HarperCollins, 1992.

In this compelling, pioneering social history, Browning attempts to explain how "ordinary," middle-aged men became mass murderers, personally shooting thousands of men, women, and children in occupied Poland where the reservists served as members of the German Order Police. The author draws on the judicial interrogations of 210 men who provided testimony in the 1960s, regarding their participation in the massacres and roundups of Jews in 1942 and 1943.

Burleigh, Michael and Wolfgang Wipperman. *The Racial State: Germany 1933-1945*. New York: Cambridge University Press, 1991.

Between 1933 and 1945 the Nazi regime tried to restructure German society along racial lines. This important, scholarly study shows how the Nazis' plan to annihilate European Jewry derived from racial and population policies which also targeted the Sinti and Roma (Gypsies), the mentally and physically handicapped, the 'asocial,' and homosexuals.

Conot, Robert E. *Justice at Nuremberg*. New York: Carroll & Graf, 1984.

In addition to the detailed history of the Nuremberg Trials, Conot discusses the preparations for the trials. He also goes beyond the events of the trials themselves to discuss the difficulties involved in creating and implementing an international legal entity.

Des Pres, Terrence. *The Survivor: An Anatomy of Life in the Death Camps*. New York: Oxford University Press, 1976.

Des Pres studies survivors of the death camps in an attempt to determine what enabled people to survive. His conclusions are controversial and are unlike those of Bettelheim (*The Informed Heart*), Frankl (*Man's Search for Meaning*), and other Holocaust scholars.

Adult (cont.)

Dobroszycki, Lucjan, ed. *The Chronicle of the Lodz Ghetto.* New Haven, CT: Yale University Press, 1987.

Himself a survivor of the Lodz ghetto, Dobroszycki introduces and analyzes the detailed records kept by Lodz archivists. He includes material about the ghetto's controversial leader, Mordecai Chaim Rumkowski.

Dwork, Deborah. *Children with a Star: Jewish Youth in Nazi Europe.* New Haven, CT: Yale University Press, 1991.

This detailed study of Jewish children during the Holocaust is based on archival material and survivor interviews. Focusing on the daily life of children, the book includes a variety of experiences: children at home, in hiding, and in transit camps, ghettos, forced labor camps, and killing centers.

Engelman, Bernt. *In Hitler's Germany.* New York: Schocken, 1988.

Engelman, a German raised in an anti-Nazi home, tells his own story here along with those of other Germans, both for and against the Nazis. He also includes those who resisted and those who were indifferent to or unaware of the events around them. This is a social history, focusing on everyday life.

Epstein, Helen. *Children of the Holocaust.* New York: Viking Penguin, 1988.

Epstein, who is a daughter of survivors, interviewed many other children of survivors and presents here a wide range of their responses. She integrates her own story into the text and deals with the issues raised by both parents and children.

Evans, Richard. *In Hitler's Shadow: West German Historians and the Attempt to Escape from the Nazi Past.* New York: Pantheon, 1989.

This noted British historian examines the work of West German historians and the controversial attempts to diminish Germany's responsibility for the Holocaust. Some of their arguments resemble those used by the Nazis themselves. Evans distinguishes between individual and collective guilt, and discusses President Ronald Reagan and the Bitburg Cemetery visit.

Fein, Helen. *Accounting for Genocide: National Responses and Jewish Victimization during the Holocaust.* Chicago: University of Chicago Press, 1984.

After examining the nature and causes of genocide and the history of antisemitism, Fein addresses the varying patterns of genocide in countries during the Holocaust and the way those differences were influenced by each nation's history and culture. After looking at these events from the broad historical perspective, she takes a second look from the perspective of the victim.

Feingold, Henry. *The Politics of Rescue: The Roosevelt Administration and the Holocaust, 1938-1945.* New York: Schocken, 1980.

This evenhanded, scholarly study examines the reaction of the Roosevelt Administration to the Holocaust. Feingold attempts to move beyond a moral condemnation of American inaction to examine the political context which shaped the American response. The main focus is on American and international refugee policy from the Evian Conference in 1938 to the creation of the War Refugee Board in 1944.

Adult (cont.)

Gellately, Robert. *The Gestapo and German Society: Enforcing Racial Policy.* New York: Oxford University Press, 1992.

In this original, scholarly study of the Nazi secret police, Gellately combines administrative and social history. He draws extensively on Gestapo case files to show that the key factor in the enforcement of Nazi racial policy designed to isolate Jews was the willingness of German citizens to provide the authorities with information about suspected "criminality." The author includes a chapter on racial policy aimed at Polish foreign workers.

Herzstein, Robert. *The War that Hitler Won: Goebbels and the Nazi Media Campaign.* New York: Paragon House, 1978.

The author illustrates the power of propaganda and the effective manipulation of mass media by focusing on the work of Goebbels and the effect of that work on the German people.

Horwitz, Gordon. *In the Shadow of Death: Living Outside the Gates of Mauthausen.* New York: The Free Press, 1990.

How much did people living near the camps know about what was going on? How did they cope with this knowledge? How did they find out? These and similar questions are raised in this very readable book on the complicity of bystanders in the Holocaust.

Kamenetsky, Christa. *Children's Literature in Hitler's Germany: The Cultural Policy of National Socialism.* Athens, OH: Ohio University Press, 1986.

Not only was new literature created to support the Nazi philosophy, but old literature, including traditional folklore, was adapted to reflect Nazi principles. Kamenetsky discusses this aspect of the Nazi attempt to control what children read, and also looks at censorship, school reform, and control of libraries and publishers.

Klee, Ernst, et. al., eds. *The Good Old Days: The Holocaust as Seen by Its Perpetrators and Bystanders.* New York: Free Press, 1991.

Originally published in Germany in 1988, this work is made up of letters, diaries, reports, photographs, and other documents, some of which were kept in scrapbooks and albums by people like concentration camp guards, SS officers, and other perpetrators and "sympathetic observers" of the Holocaust.

Koonz, Claudia. *Mothers in the Fatherland: Women, the Family and Nazi Politics.* New York: St. Martin's Press, 1988.

A history of the women's movement in Germany from the Weimar Republic to the Nazi era, this work emphasizes the role of women in Nazi Germany and the impact of Nazism on the family unit. Koonz also includes material on the influence of the church in defining women's roles, on female members of the resistance, and on Jewish women.

Langer, Lawrence L. *Holocaust Testimonies: The Ruins of Memory.* New Haven, CT: Yale University Press, 1991.

After looking at hundreds of video interviews with Holocaust survivors, Langer notes the characteristics that distinguish oral testimony from the more traditional written form. These distinctions influence both the survivor and the viewer of video testimonies; they also provide a different perspective on survival theories.

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Adult (cont.)

Lanzmann, Claude. *Shoah: An Oral History of the Holocaust*. New York: Pantheon, 1987.

This work consists of the text of Lanzmann's nine-and-a-half hour film of the same name. The film's length makes the text extremely useful to the teacher, facilitating the process of selecting excerpts for classroom use. The text can also be used alone if the film is unavailable.

Laska, Vera. *Women in the Resistance and in the Holocaust: The Voices of Eyewitnesses*. Westport, CT: Greenwood Publishing Group, 1983.

Laska has collected more than two dozen accounts of women during the Holocaust, stressing women's resistance activities. The material is divided into three sections: resistance, hiding, and the camps. These are all first-person accounts, many of them excerpts from diaries and memoirs, and they represent a number of different countries.

Lifton, Robert. *The Nazi Doctors: Medical Killings and the Psychology of Genocide*. New York: Basic Books, 1988.

Based on German records as well as on interviews with Nazi doctors, prison doctors, and survivors of the camps, Lifton not only documents the role doctors played but also suggests ways they were able to rationalize their role.

Lipstadt, Deborah. *Denying the Holocaust: The Growing Assault on Truth and Memory*. New York: The Free Press, 1993.

Lipstadt does not refute the deniers of the Holocaust point by point (although she offers a useful appendix addressing some of their specific charges). Instead she provides an overview of the main figures promoting denial in the U.S. and abroad, their motives, their methods, and an assessment of their impact on college campuses and wider public opinion.

Lipstadt, Deborah. *Beyond Belief: The American Press & the Coming of the Holocaust 1933-1945*. New York: The Free Press, 1986.

Why did one of every three Americans polled in 1943 dismiss as propaganda reports of atrocities against European Jews? Why were reports given by Auschwitz escapees in 1944 viewed with skepticism by major newspapers? Lipstadt raises these questions and others in this book on how the American news media reported (or ignored) the Nazi persecution and genocide of European Jewry.

Lukas, Richard C. *The Forgotten Holocaust: The Poles under German Occupation, 1939-1944*. Lexington: The University Press of Kentucky, 1986.

The Nazis viewed Poles as subhumans, occupying lands vital to Germany. After Germany conquered Poland in 1939, the Nazis expelled Poles from whole regions and resettled the land with Germans. Many Polish civilians were murdered, including thousands of priests, teachers, writers, and other intellectual and political leaders. Lukas documents the Polish suffering through interviews, Polish archival material, and published sources.

Adult (cont.)

Mandell, Richard. *The Nazi Olympics*. Champaign, IL: University of Illinois Press, 1988.

The 1936 Olympics became a political event as much as an athletic one. Mandell, himself a German, chronicles both aspects and discusses the importance of the Nazi use of pageantry.

Marrus, Michael. *The Holocaust in History*. New York: New American Library/Dutton, 1989.

In this intelligent and succinct evaluation of historical accounts of the Holocaust, Marrus looks at a variety of issues: antisemitism, collaboration, resistance, and others. He presents the interpretations of leading historians in these areas and points out the strengths and weaknesses of their arguments. At no time does he allow this to become an intellectual exercise; instead, he is searching for better understanding.

Mayer, Milton. *They Thought They Were Free: The Germans 1933-45*. Chicago: University of Chicago Press, 1966.

After the war, this American journalist interviewed ten men of different backgrounds from the same German town in an effort to determine through their eyes what had happened in Germany and what had made it possible. This is an excellent companion to Allen's *Nazi Seizure of Power*.

Morse, Arthur D. *While Six Million Died: A Chronicle of American Apathy*. New York: Overlook Press, 1985.

The term "American apathy," which Morse uses in his title refers less to the American public than to the United States government. Using primary source materials, Morse details the process by which the government responded, or failed to respond, to the Nazi genocide.

Mosse, George. *Nazi Culture: A Documentary History*. New York: Schocken, 1981.

While primarily an anthology of original source material, Mosse includes a lengthy personal introduction, as well as introductions to each section and selection. Selections include material taken from speeches, newspapers, contemporary literature, and diaries.

Noakes, J. and G. Pridham, eds. *Nazism: A History in Documents and Eyewitness Accounts, 1919-1945* [2 vols.]. New York: Schocken, 1990.

This comprehensive work includes a wide range of official, government and party documents, newspapers, speeches, memoirs, letters and diaries. The first volume covers the Nazis' rise to power and the domestic aspects of their regime from 1933 to 1939. Volume two examines foreign policy in the pre-war and war periods, the occupation of Poland, the euthanasia program, and the implementation of the genocide policies.

Plant, Richard. *The Pink Triangle: The Nazi War against Homosexuals*. 1st ed. New York: Henry Holt, 1986.

The Nazis condemned homosexuals as "socially aberrant." Soon after Hitler came to power in 1933, Storm Troopers raided nightclubs and other places where homosexuals met. About 10,000 people were imprisoned as homosexuals, and many of them perished in concentration camps. In the camps, homosexuals' uniforms sometimes bore a pink triangular badge as an identifying mark. In this volume, the first comprehensive study available in English, Plant examines the ideological motivations for the Nazi persecution of homosexuals and the history of the implementation of Nazi policies.

Adult (cont.)

Roth, John K. and Michael Berenbaum, eds. *The Holocaust: Religious and Philosophical Implications*. New York: Paragon House, 1989.

In this useful collection of over twenty, previously published essays by many of the leading Holocaust scholars, the writers offer a range of responses to difficult questions concerning the uniqueness of the Holocaust and the impact of the catastrophe on Jewish religious beliefs.

Rubenstein, Richard L. *The Cunning of History*. New York: HarperCollins, 1987.

This slim volume is less a history of the Holocaust than an extended essay that attempts to put the Holocaust into historical perspective. Rubenstein's original but controversial tenet essentially describes the Holocaust as the culmination of twentieth-century technology and bureaucracy.

Tec, Nechama. *When Light Pierced the Darkness: Christian Rescue of Jews in Nazi-Occupied Poland*. New York: Oxford University Press, 1987.

Tec studied those who risked their lives to save Jews in an attempt to find a sociological pattern, to determine what characteristics these people had in common, whether they were related by class, religion, or other factors.

Telford, Taylor. *The Anatomy of the Nuremberg Trials: A Personal Memoir*. New York: Knopf, 1992.

Telford Taylor was a member of the American prosecution staff at the Nuremberg trials and eventually became chief counsel. This is a detailed, fascinating account of the inner workings of the trials and the behavior of the defendants and many other participants, both inside and outside the courtroom.

Wyman, David S. *The Abandonment of the Jews*. New York: Pantheon, 1986.

Wyman asks and answers the basic questions about how much was known in America about the "Final Solution." In addition to his criticism of the official response from the United States government, in general, and from President Roosevelt, in particular, Wyman also indicts some of the American Zionist leaders.

3. Biography

Baker, Leonard. *Days of Sorrow and Pain: Leo Baeck and the Berlin Jews*. New York: Oxford University Press, 1980.

Leo Baeck was the leading rabbi in Berlin when Hitler came to power, and he assumed a main role in helping Berlin Jews, first to emigrate, and when that was no longer possible, to resist through underground activities. Refusing to leave Germany himself, he eventually was sent to Theresienstadt.

Breitman, Richard. *The Architect of Genocide: Himmler and the Final Solution*. New York: Alfred A. Knopf, 1991.

This is not a biography of Himmler in the traditional sense that it chronicles the life of the man from birth to death. Rather, it focuses on his years as a Nazi, his relationship with Hitler, and his role in masterminding the "Final Solution." Other Nazi leaders, like Goering and Goebbels, are discussed at length.

Adult (cont.)

Breitman, Richard and Walter Laqueur. *Breaking the Silence*. New York: Simon and Schuster, 1986.

Eduard Schulte was a major German industrialist who abhorred Hitler and Nazism. He is the man credited with passing on to the Allies news, not only of troop movements and weapon programs, but revelation of the Nazi plans for genocide. This biography relates Schulte's story from his childhood to his postwar years. The authors also describe the responses of Allied governments to the information he passed on to them.

Bullock, Alan. *Hitler: A Study in Tyranny*. New York: HarperCollins, 1991.

The focus of this study is less on Hitler himself than on his position within the Nazi Party. Bullock explores the connection between Hitler and Nazism and places both in historical context. In addition, he traces the roots of Nazism back to the Weimar Republic.

Keneally, Thomas. *Schindler's List*. New York: Simon and Schuster, 1992.

Oskar Schindler was an influential German industrialist with high-level connections in Nazi Germany. He used his position to protect many Jews. Keneally's absorbing biography is based on interviews with many of those helped by Schindler.

Sereny, Gitta. *Into that Darkness*. New York: Random House, 1983.

Franz Stangl, a convicted Nazi war criminal, was interviewed in prison by the author. These interviews are supplemented by testimony from witnesses. Stangl was Commandant of the camps at both Sobibor and Treblinka. His testimony, as told to Sereny, is revealing and chilling.

4. Fiction

Appelfeld, Aharon. *Badenheim, Nineteen Thirty-Nine*. New York: Pocket Books, 1981.

The story revolves around a group of upper-class Jews in an Austrian resort town, on the eve of war. The author, himself a Holocaust survivor, creates a haunting picture of impending tragedy, heightened by the reader's awareness of the events to come.

Begley, Louis. *Wartime Lies*. New York: David McKay, 1991.

Begley, himself a child caught up in the Holocaust, has written a first-person novel about a young Jewish boy and his aunt who survive only due to a pattern of denial and compromise that leaves its own scars.

Borowski, Tadeusz. *This Way for the Gas, Ladies and Gentlemen*. New York: Viking Penguin, 1992.

Through this collection of remarkable short stories, Borowski describes his experiences in Auschwitz and Dachau. His focus is on the atmosphere of the camps and its effect on the inner being. He probes the minds of both victims and perpetrators.

Fink, Ida. *A Scrap of Time*. New York: Schocken, 1989.

The title story in this collection of short stories concerns the way time was measured by Holocaust victims. Other stories describe people in a variety of normal human situations distorted by the circumstances of the times.

Adult (cont.)

Friedlander, Albert. *Out of the Whirlwind.* New York: Schocken, 1989.
Not all of the entries in this anthology are fiction; excerpts are also included from historical works and personal narratives. The book is arranged thematically, making it especially helpful for a teacher looking for material to support specific aspects of a curriculum.

Glatstein, Jacob. *Anthology of Holocaust Literature.* New York: Macmillan, 1973.
Chapters in this collection cover life in the ghettos, children, the camps, resistance, and non-Jewish victims. Excerpts are included from both works of fiction and primary source materials such as diaries, memoirs, and ghetto documents. Many of these pieces can be especially useful if teachers provide additional background information on the authors and context of the writings.

Kosinski, Jerzy. *The Painted Bird.* New York: Random House, 1983.
In this autobiographical novel, Kosinski chronicles the horrors visited upon a six-year old boy wandering through Europe during the Holocaust. This is without doubt the most graphic and brutal Holocaust material in existence.

Ozick, Cynthia. *The Shawl.* New York: Random House, 1990.
Originally published as two separate stories in the *New Yorker*, the first, very brief, title story tells of a mother witnessing her baby's death at the hands of camp guards. The second story, "Rose," describes that same mother, 30 years later, still haunted by that event. This is Holocaust fiction at its best, brief but unforgettable.

Schwarz-Bart, Andre. *The Last of the Just.* Cambridge, MA: R.Bently, 1981.
Based on the Talmudic legend of thirty-six men of each generation upon whose virtue the existence of the world depends, this novel traces the history of the Levy family from medieval times to Ernie Levy, the last of the just, who died at Auschwitz.

Wiesel, Elie. *The Town Beyond the Wall.* New York: Schocken, 1982.
In this post-Holocaust novel, a survivor returns to his home town seeking to understand and confront those who stood by and watched his deportation. Wiesel probes the issue of survivors coming to terms with the Holocaust experience.

5. Memoirs

Anatoli, A. *Babi Yar: A Document in the Form of a Novel.* Cambridge, MA: Robert Bentley, 1979.
As a Russian boy of twelve, A. Anatoli used to play in the Babi Yar ravine near Kiev and was in earshot of the machine gun fire that signaled the massacre by Nazi mobile killing units of more than 33,000 Jews on September 29 and 30, 1941. Long regarded as one of the greatest Soviet novels of World War II, Babi Yar is an unforgettable account of the years of German occupation.

Delbo, Charlotte. *None of Us Will Survive.* Boston: Beacon Press, 1968.
Delbo is one of the most eloquent of Holocaust writers. She writes of her experiences at Auschwitz in prose so powerful that the reader seems to become a part of the experience. Through the poetic use of language rather than graphic descriptions of atrocities, she creates unforgettable images.

Adult (cont.)

Donat, Alexander. *The Holocaust Kingdom*. New York: Anti-Defamation League, 1963.

The author, a Polish Jew whose Holocaust experiences included the Warsaw ghetto, Majdanek, and Dachau, was separated from his wife and son at Majdanek but reunited with them after the war. He tells his own story and the stories of others with whom he came in contact. His wife describes her own experiences in the final section of the book.

Eliach, Yaffa. *Hasidic Tales of the Holocaust*. New York: Vintage Books, 1988.

Through interviews and oral histories, Eliach garnered eighty-nine tales, both true stories and fanciful legends. This beautiful, compelling collection bears witness, in a traditional idiom, to the victims' suffering, dying, and surviving.

Frankl, Viktor. *Man's Search for Meaning: An Introduction to Logotherapy*. New York: Pocket Books, 1984.

A psychiatrist as well as a concentration camp survivor, Frankl's work is only secondarily a personal memoir. Primarily, it is an attempt to understand and explain the psychology of camp victims through Frankl's own experiences and observations.

Hillesum, Etty. *An Interrupted Life*. New York: Pocket Books, 1991.

Hillesum's diary entries from 1941-1942 and her letters to family and friends from the Westerbork transit camp in occupied Netherlands reveal her personal development in a time of terror. Soon after being deported from Westerbork, she died in Auschwitz, at the age of twenty-nine.

Leitner, Isabella. *Fragments of Isabella: A Memoir of Auschwitz*. New York: Dell, 1983.

A survivor of Auschwitz recounts the ordeal of holding her family together after their mother is killed in the camp. This slim volume is an eloquent account of survival in the midst of chaos and destruction. A glossary of camp language is a valuable addition. Leitner's story is continued in *Saving the Fragments*.

Levi, Primo. *Survival in Auschwitz*. New York: Macmillan, 1987.

Levi was an Italian Jew captured in 1943 and still at Auschwitz at the time of liberation. He not only chronicles the daily activities in the camp, but his inner reactions to it, and the destruction of the inner as well as the outer self. This memoir is one of the most important books on the Holocaust.

Meed, Vladka. *On Both Sides of the Wall*. New York: Holocaust Publications, 1979.

This is an informative memoir of the Warsaw ghetto by one of the young smugglers who maintained contact between the ghetto and the Aryan side of the city. Working for the Jewish Combat Organization (ZOB), Vladka Meed helped smuggle weapons and ammunition into the ghetto.

Nir, Yehuda. *The Lost Childhood*. San Diego: Harcourt Brace Jovanovich, 1991.

This compelling memoir chronicles six extraordinary years in the life of a Polish Jewish boy, his mother, and his sister, who all survived the Holocaust by obtaining false papers and posing as Catholics. Yehuda Nir lost almost everything, including his father, his possessions, his youth and innocence, and his identity, but he managed to live with the help of chance, personal resourcefulness, and the support of his family.

Adult (cont.)

Szwajger, Adina B. *I Remember Nothing More: The Warsaw Children's Hospital and the Jewish Resistance.* New York: Simon and Schuster, 1992.

The author was beginning her last year of medical school when the Nazis invaded Poland in 1939. From that time until January 1943, she worked in the Children's Hospital of the Warsaw Ghetto. When the hospital was closed after the first armed Jewish resistance, she left the ghetto with false papers, and from then until the liberation, worked as a courier for the resistance.

Wiesel, Elie. *Night.* New York: Bantam, 1960.

Wiesel is one of the most eloquent writers of the Holocaust, and this book is his best known work. This compelling narrative describes his own experience in Auschwitz. His account of his entrance into Auschwitz and his first night in the camp is extraordinary. This narrative is often considered required reading for students of the Holocaust.

Yoors, Jan. *Crossing: A Journal of Survival and Resistance in World War II.* New York: Simon and Schuster, 1971.

Every summer during his teen years, Yoors left his comfortable, upper middle class family life in Belgium to travel around Europe with a Rom (Gypsy) family. This beautifully written journal focuses on the participation of Yoors and his fondly remembered Rom friends in resistance activities during World War II.

6. Diaries

Frank, Anne. *The Diary of Anne Frank: The Critical Edition.* New York: Doubleday and Company, 1989.

This edition of the internationally acclaimed diary includes three different versions: the portion that was originally found, the revisions made by Anne herself, and the version edited by her father. In addition, there is extensive commentary on each version.

Hilberg, Raul, et. al., eds. *The Warsaw Diary of Adam Czerniakow.* Lanham, MD: Madison Books, 1982.

Czerniakow was chairman of the Nazi-appointed Jewish Council in Warsaw from the German invasion in 1939 until his suicide in 1942. His diaries record the history of the period as well as his personal involvement with the Germans.

Ringelblum, Emmanuel. *Notes from the Warsaw Ghetto: The Journal of Emmanuel Ringelblum.* New York: Schocken, 1974.

The official archivist of the Warsaw ghetto, Ringelblum's training as an historian made him uniquely qualified to understand the importance of documenting events inside the ghetto. He carefully collected and hid documentary evidence and personal notes.

Tory, Avraham. *Surviving the Holocaust: The Kovno Ghetto Diary.* Cambridge, MA: Harvard University Press, 1990.

Tory, a ghetto inmate and secretary of the Jewish Council, wrote this account under conditions of extreme danger. This remarkable, detailed chronicle documents life and death in the Jewish ghetto of Kovno, Lithuania, from June 1941 to January 1944. Translated from the Yiddish, the book includes a valuable collection of photos and sketches by artists in the ghetto.

Adult (cont.)

7. Poetry, Drama, and Art

Fuchs, Elinor, ed. *Plays of the Holocaust: An International Anthology*. New York: Theater Communications Group, 1987.

This represents the only major anthology of Holocaust drama from a variety of nations in a number of literary styles. In addition to the plays themselves, the book includes a bibliography of Holocaust drama.

Heyen, William. *Erika: Poems of the Holocaust*. St. Louis, MO: Time Being Books, 1991.

Heyen and his immediate family emigrated to the United States from Germany before the war, but he had two uncles who remained there and died serving Germany. Heyen's poems reflect his unique perspective and his ambivalent feelings about his family's painful history. Earlier editions were published under the title *Swastika Poems*.

Hinz, Berthold. *Art in the Third Reich*. New York: Pantheon, 1979.

The art and architecture produced during the Third Reich is examined not only for its content and technique, but for the role it played in Nazi politics and philosophy. Numerous reproductions supplement the text.

Hyett, Barbara Helfgott. *In Evidence: Poems of the Liberation of Nazi Concentration Camps*. Pittsburgh: University of Pittsburgh Press, 1986.

Part of a team that interviewed American liberators of concentration camps, Hyett translated their words into these poems. The selections are brief and the language is spare and stark reflecting the difficulty these men had in articulating the horrors they witnessed.

8. Literary Criticism

Aaron, Frieda W. *Bearing the Unbearable: Yiddish and Polish Poetry in the Ghettos and Concentration Camps*. Albany, NY: State University of New York, 1990.

Aaron, herself a survivor of the Warsaw ghetto and Majdanek concentration camp, has undertaken the first study of Yiddish and Polish camp poetry. She emphasizes the distinction between contemporary writings and works written after the experience, the latter typical of most Holocaust literature.

Ezrahi, Sidra D. *By Words Alone: The Holocaust in Literature*. Chicago: University of Chicago Press, 1982.

This literary history of the Holocaust discusses a number of specific works, including works in American literature. The author also focuses on the language of the Holocaust and the ways in which different writers interpret the same facts.

Fine, Ellen. *The Legacy of Night: The Literary Universe of Elie Wiesel*. Albany, NY: State University of New York Press, 1983.

Fine looks closely at the works of Wiesel, tracing the literary and spiritual patterns she finds. In addition to looking at connections between books, from *Night* to *The Testament*, she examines individual books in depth. Other works on Wiesel include *The Vision of the Void* by Michael Berenbaum and *Confronting the Holocaust* edited by Alvin Rosenfeld and Irving Greenberg.

Adult (cont.)

Heinemann, Marlene E. *Gender and Destiny: Women Writers and the Holocaust*. Westport, CT: Greenwood Publishing Group, 1986.

Focusing on six specific Holocaust books by women writers, including Charlotte Delbo's *None of Us Will Return*, Heinemann examines the areas in which Holocaust literature by female writers differs from that created by male writers.

Insdorf, Annette. *Indelible Shadows: Film and the Holocaust*. New York: Cambridge University Press, 1990.

Films from both Hollywood and Germany are examined here, as well as films produced in other, mostly western, European countries. Both documentaries and fictional films are included, as are both short and feature-length films. Insdorf particularly looks at whether a film confronts or evades the real issues of the Holocaust.

Langer, Lawrence L. *The Age of Atrocity: Death in Modern Literature*. Boston: Beacon Press, 1978.

In this study, Langer analyzes four major literary works, by Mann, Camus, Solzhenitsyn, and Delbo. Using these works as examples, he traces the evolution of the twentieth-century concept of death, from individual death, to mass death, to death by atrocity, and death by extermination. From both literary and historical perspectives, this book contributes a great deal to the understanding of the Holocaust and of "inappropriate death."

Langer, Lawrence L. *The Holocaust and the Literary Imagination*. New Haven, CT: Yale University Press, 1975.

Examining specific literary works, Langer provides detailed analysis of a number of novels, including Schwarz-Bart's *The Last of the Just* and Kosinki's *The Painted Bird*. He also includes some poetry and Wiesel's *Night*, which, although non-fiction, qualifies as literature due to its "imaginative power and artful presentation."

Rosenfeld, Alvin H. *A Double Dying: Reflections on Holocaust Literature*. Bloomington, IN: Indiana University Press, 1980.

This survey of Holocaust literature includes works of both fiction and nonfiction. Rosenfeld focuses particularly on the criteria for judging books on the Holocaust. He discusses a number of individual books, from classics like *Night* to more recent works, including some which he describes as exploiting the Holocaust. The usefulness of this source is augmented by an excellent bibliography.

Roskies, David. *Against the Apocalypse: Responses to Catastrophe in Modern Jewish Culture*. Cambridge, MA: Harvard University, 1984.

This scholarly study of Jewish literature includes both pre- and post-Holocaust literature in addition to Holocaust literature itself. It also includes monuments and other works of art. It focuses on the literary and artistic expression of modern Jewish experience in eastern Europe, beginning in the late nineteenth century and continuing through World War I and the Holocaust into the post-Holocaust world.

Index of Books by Author

Aaron, Frieda W. *Bearing the Unbearable: Yiddish and Polish Poetry in the Ghettos and Concentration Camps*, 26

Abells, Chana. *Children We Remember*, 3

Adelson, Alan and Robert Lapides, eds. *Lodz Ghetto: Inside a Community Under Siege*, 8

Allen, William S. *The Nazi Seizure of Power: The Experience of a Single German Town, 1922-1945*, 8,15

Altshuler, David A. *Hitler's War Against the Jews—the Holocaust: A Young Reader's Version of The War Against the Jews 1933-1945 by Lucy Dawidowicz*, 2

Anatoli, A. *Babi Yar: A Document in the Form of a Novel*, 23

Appelfeld, Aharon. *Badenheim, Nineteen Thirty-Nine*, 22

Appelfeld, Aharon. *To the Land of the Cattails*, 11

Arad, Yitzhak. *Ghetto in Flames*, 8

Atkinson, Linda. *In Kindling Flame: The Story of Hannah Senesh 1921-1944*, 4

Auerbacher, Inge. *I Am a Star: Child of the Holocaust*, 5

Bachrach, Susan D. *Tell Them We Remember: The Story of the Holocaust*, 2

Baker, Leonard. *Days of Sorrow and Pain: Leo Baeck and the Berlin Jews*, 21

Bartoszewski, Wladyslaw T. *The Warsaw Ghetto: A Christian's Testimony*, 16

Bauer, Yehuda and Nathan Rotenstreich, eds. *The Holocaust as Historical Experience*, 16

Bauer, Yehuda and Nili Keren. *A History of the Holocaust*, 7

Begley, Louis. *Wartime Lies*, 22

Berenbaum, Michael, ed. *A Mosaic of Victims: Non-Jews Persecuted and Murdered by the Nazis*, 7, 14

Berenbaum, Michael. *The World Must Know: A History of the Holocaust as Told in the United States Holocaust Memorial Museum*, 14

Bernbaum, Israel. *My Brother's Keeper: The Holocaust Through the Eyes of an Artist*,

Bernheim, Mark. *Father of the Orphans: The Story of Janusz Korczak*, 4

Bernstein, Victor. *The Holocaust: Final Judgment*, 3

Bierman, John. *Righteous Gentile: The Story of Raoul Wallenberg, Missing Hero of the Holocaust*, 10

Block, Gay and Malka Drucker. *Rescuers: Portraits of Moral Courage in the Holocaust*, 8

Borowski, Tadeusz. *This Way for the Gas, Ladies and Gentlemen*, 22

Breitman, Richard and Walter Laqueur. *Breaking the Silence*, 10,22

Breitman, Richard. *The Architect of Genocide: Himmler and the Final Solution*, 21

Bridenthal, Renate, et. al. *When Biology Became Destiny: Women in Weimar and Nazi Germany*, 16

Browning, Christopher. *Ordinary Men: Reserve Battalion 101 and the Final Solution in Poland*, 16

Bullock, Alan. *Hitler: A Study in Tyranny*, 22

Burleigh, Michael and Wolfgang Wipperman. *The Racial State: Germany 1933-1945*, 16

Chaikin, Miriam. *A Nightmare in History: The Holocaust 1933-1945*, 2

Conot, Robert E. *Justice at Nuremberg*, 8,16

Dawidowicz, Lucy. *A Holocaust Reader*, 14

Dawidowicz, Lucy. *The War Against the Jews 1933-1945*, 23

Delbo, Charlotte. *None of Us Will Survive*, 23

Des Pres, Terrence. *The Survivor: An Anatomy of Life in the Death Camps*, 9, 16

Dobroszycki, Lucjan, ed. *The Chronicle of the Lodz Ghetto*, 17

Donat, Alexander. *The Holocaust Kingdom*, 24

Drucker, Olga Levy. *Kindertransport*, 5

Dwork, Deborah. *Children with a Star: Jewish Youth in Nazi Europe*, 17

Index of Books by Author (cont.)

Eliach, Yaffa. *Hasidic Tales of the Holocaust, 12,24*
Engelman, Bernt. *In Hitler's Germany,* 17
Epstein, Helen. *Children of the Holocaust,* 17
Evans, Richard. *In Hitler's Shadow: West German Historians and the Attempt to Escape from the Nazi Past,* 17
Ezrahi, Sidra D. *By Words Alone: The Holocaust in Literature,* 26
Fein, Helen. *Accounting for Genocide: National Responses and Jewish Victimization during the Holocaust,* 17
Feingold, Henry. *The Politics of Rescue: The Roosevelt Administration and the Holocaust, 1938-1945,* 17
Fine, Ellen. *The Legacy of Night: The Literary Universe of Elie Wiesel,* 26
Fink, Ida. *A Scrap of Time, 11,22*
Flender, Harold. *Rescue in Denmark,* 9
Frank, Anne. *The Diary of a Young Girl,* 6
Frank, Anne. *The Diary of Anne Frank: The Critical Edition,* 25
Frankl, Viktor. *Man's Search for Meaning: An Introduction to Logotherapy,* 24
Friedlander, Albert. *Out of the Whirlwind, 11, 23*
Friedman, Ina. *The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis,* 3
Friedman, Philip. *Their Brothers' Keepers: The Christian Heroes and Heroines Who Helped the Oppressed Escape the Nazi Terror,* 9
Fuchs, Elinor, ed. *Plays of the Holocaust: An International Anthology,* 26
Gehrts, Barbara. *Don't Say a Word,* 4
Gellately, Robert. *The Gestapo and German Society: Enforcing Racial Policy,* 18
Gies, Miep. *Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family,* 12
Gilbert, Martin. *The Holocaust: A History of the Jews in Europe during the Second World War,* 7, 14
Glatstein, Jacob. *Anthology of Holocaust Literature,* 11, 23
Gurdus, Luba K. *The Death Train,* 12
Hayes, Peter, ed. *Lessons and Legacies: The Meaning of the Holocaust in a Changing World, 14*
Heinemann, Marlene E. *Gender and Destiny: Women Writers and the Holocaust,* 27
Herzstein, Robert. *The War that Hitler Won: Goebbels and the Nazi Media Campaign,* 18
Heyen, William. Erika: *Poems of the Holocaust, 26*
Hilberg, Raul, et. al., eds. *The Warsaw Diary of Adam Czerniakow,* 25
Hilberg, Raul. *Perpetrators, Victims, Bystanders: The Jewish Catastrophe, 1933-1945, 15*
Hilberg, Raul. *The Destruction of the European Jews. [3 volumes],* 15
Hilberg, Raul. *The Destruction of the European Jews. [student text],* 8, 15
Hillesum, Etty. *An Interrupted Life, 24*
Hinz, Berthold. *Art in the Third Reich,* 26
Horwitz, Gordon. *In the Shadow of Death: Living Outside the Gates of Mauthausen, 18*
Hyett, Barbara Helfgott. *In Evidence: Poems of the Liberation of Nazi Concentration Camps,* 26
Innocenti, Roberto. *Rose Blanche,* 7
Insdorf, Annette. *Indelible Shadows: Film and the Holocaust,* 27
Isaacman, Clara and Joan A. Grossman. *Clara's Story,* 6
Josephs, Jeremy. *Swastika Over Paris: The Fate of the Jews in France,* 9
Kamenetsky, Christa. *Children's Literature in Hitler's Germany: The Cultural Policy of National Socialism,* 18
Keneally, Thomas. *Schindler's List,* 22

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Index of Books by Author (cont.)

Klee, Ernst, et. al., eds. *The Good Old Days: The Holocaust as Seen by Its Perpetrators and Bystanders,* 18
Koehn, Ilse. Mischling, *Second Degree: My Childhood in Nazi Germany,* 6
Koonz, Claudia. *Mothers in the Fatherland: Women, the Family and Nazi Politics,* 18
Kosinski, Jerzy. *The Painted Bird,* 23
Laird, Christa. *Shadow of the Wall,* 4
Landau, Elaine. *Warsaw Ghetto Uprising, 3*
Langer, Lawrence L. *Holocaust Testimonies: The Ruins of Memory,* 18
Langer, Lawrence L. *The Age of Atrocity: Death in Modern Literature,* 27
Langer, Lawrence L. *The Holocaust and the Literary Imagination, 27*
Lanzmann, Claude. *Shoah: An Oral History of the Holocaust,* 19
Laska, Vera. *Women in the Resistance and in the Holocaust: The Voices of Eyewitnesses,* 19
Leitner, Isabella. *Fragments of Isabella: A Memoir of Auschwitz, 12, 24*
Levi, Primo. *Survival in Auschwitz,* 12,24
Levin, Nora. *The Holocaust: The Nazi Destruction of European Jewry, 1933-1945,* 15
Lifton, Betty Jean. *The King of Children: A Portrait of Janusz Korczak,* 10
Lifton, Robert. *The Nazi Doctors: Medical Killings and the Psychology of Genocide,19*
Linnea, Sharon. *Raoul Wallenberg: The Man Who Stopped Death 4,*
Lipstadt, Deborah. *Beyond Belief: The American Press & the Coming of the Holocaust 1933-1945, 19*
Lipstadt, Deborah. *Denying the Holocaust: The Growing Assault on Truth and Memory, 19*
Lukas, Richard C. *The Forgotten Holocaust: The Poles under German Occupation, 1939-1944,* 19
Lustig, Arnold. *Darkness Casts No Shadows,* 11
Mandell, Richard. *The Nazi Olympics,* 20
Marrin, Albert. *Hitler: A Portrait of a Tyrant,* 4
Marrus, Michael. *The Holocaust in History,* 20
Mayer, Milton. *They Thought They Were Free: The Germans 1933-45, 9, 20*
Meed, Vladka. *On Both Sides of the Wall,* 13,24
Meltzer, Milton. *Never to Forget: The Jews of the Holocaust, 3*
Meltzer, Milton. *Rescue: The Story of How Gentiles Saved Jews in the Holocaust, 3*
Morse, Arthur D. *While Six Million Died: A Chronicle of American Apathy,* 20
Moskin, Marietta. *I am Rosemarie,* 5
Mosse, George. *Nazi Culture: A Documentary History,* 20
Nicholson, Michael and David Winner. *Raoul Wallenberg,* 4
Nir, Yehuda. *The Lost Childhood,* 13,24
Noakes, J. and G. Pridham, eds. *Nazism: A History in Documents and Eyewitness Accounts, 1919-1945* [2 vols.], 20
Orgel, Doris. *The Devil in Vienna,* 5
Orlev, Uri. *The Man from the Other Side,* 5
Ozick, Cynthia. *The Shawl,* 11, 23
Patterson, Charles. *Anti-Semitism: The Road to the Holocaust and Beyond,* 9
Plant, Richard. *The Pink Triangle: The Nazi War against Homosexuals,* 9, 20
Ramati, Alexander. *And the Violins Stopped Playing: A Story of the Gypsy Holocaust,* 5, 12
Read, Anthony and David Fisher. *Kristallnacht: The Tragedy of the Nazi Night of Terror,* 10
Reiss, Johanna. *The Upstairs Room,* 6
Richter, Hans P. *Friedrich,* 5
Ringelblum, Emmanuel. *Notes from the Warsaw Ghetto: The Journal of Emmanuel Ringelblum,* 25

Index of Books by Author (cont.)

Rittner, Carol and Sondra Meyers, eds. *The Courage to Care: Rescuers of Jews during the Holocaust*, 10
Rogasky, Barbara. *Smoke and Ashes: The Story of the Holocaust*, 3
Rosenfeld, Alvin H. *A Double Dying: Reflections on Holocaust Literature*, 27
Roskies, David. *Against the Apocalypse: Responses to Catastrophe in Modern Jewish Culture*, 27
Rossell, Seymour. *The Holocaust: The Fire that Raged*, 3
Roth, John K. and Michael Berenbaum, eds. *The Holocaust: Religious and Philosophical Implications*,21
Roth-Hano, Renee. *Touch Wood: A Girlhood in Occupied France*, 6
Rubenstein, Richard L. *The Cunning of History*, 21
Scholl, Inge. *The White Rose: Munich, 1942-43*, 10
Schwarz-Bart, Andre. *The Last of the Just*, 23
Sender, Ruth M. *The Cage*, 6
Senesh, Hannah. *Hannah Senesh: Her Life and Diary*, 13
Sereny, Gitta. *Into that Darkness*, 22
Spiegelman, Art. *Maus* [vols. I & II], 11
Stadtler, Bea. *The Holocaust: A History of Courage and Resistance*, 4
Szner, Zvi and Alexander Sened, eds. *With a Camera in the Ghetto*, 10
Szwajger, Adina B. *I Remember Nothing More: The Warsaw Children's Hospital and the Jewish Resistance*, 25
Tec, Nechama. *Dry Tears: The Story of a Lost Childhood*, 13
Tec, Nechama. *When Light Pierced the Darkness: Christian Rescue of Jews in Nazi-Occupied Poland*, 21
Telford Taylor. *The Anatomy of the Nuremberg Trials: A Personal Memoir*, 21
Toll, Nelly S. *Behind the Secret Window: A Memoir of a Hidden Childhood*, 6
Tory, Avraham. *Surviving the Holocaust: The Kovno Ghetto Diary*, 25
Uhlman, Fred. *Reunion*, 12
United States Holocaust Memorial Museum. *The Story of Karl Stojka: A Childhood in Birkenau*, 13
Volavkova, Hana, ed. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944*, 7,13
Wiesel, Elie. *Night*, 7,13,25
Wiesel, Elie. *The Town Beyond the Wall*, 23
Wyman, David S. *The Abandonment of the Jews*, 21
Yahil, Leni. *The Holocaust: The Fate of European Jewry, 1932-1945*, 8, 15
Yoors, Jan. *Crossing: A Journal of Survival and Resistance in World War II*, 13,25
Zar, Rose. *In the Mouth of the Wolf*, 7

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